കളായിരിക്കെ ആ ടിക്കുകളിൽ വണ്ടികൾ ഉപയോഗത്തിൽ വരുവാൻ പ്രയാസം. നടക്കുവാൻ മാത്രം ഉതകുന്ന വഴികൾ അവിടങ്ങളിൽ ഉണ്ടാക്കിവരുന്നുണ്ട്".

Bridge—Nedungad.

425. മിസ്റ്റർ കെ. പി. വള്ളോൻ.—നെടുങ്ങാടിനും, വലിയവട്ടത്തിനും മദ്ധ്യേയുള്ള തോട്ടിൽ ഗതാഗതം ചെയ്യുവാൻ ഏറെറവും അസൌകര്യമാകയാൽ ടി സ്ഥലത്ത് ഒരു പാലമിട്ടു കൊടുക്കുവാൻ ബഹുമാനപ്പെട്ട ഗവൺമെൻറ് ആലോചിക്കാത്തതു് എന്തുകൊണ്ടു്?

മിസ്റ്റർ വി. കെ. അരവിന്ദാക്ഷമേനോൻ.—അങ്ങിനെ ഒരു പാലം വേണമെന്നു് ഇതുവരെ ആരും തന്നെ ഗവൺമെൻറിനോടു് അപേക്ഷിച്ചിട്ടില്ല.

Stipend to volunteers—Depressed Class—Printing Department.

426. മിസ്റ്റർ കെ. പി. വള്ളോൻ.— പ്രിൻറിംഗ് ഡിപ്പാർട്ടുമെൻറിൽ വാളൻറിയർമാരായി ചേർന്നിട്ടുള്ള അധഃകൃതക്കു് സ്റ്റൈപ്പൻറ് കൊടുക്കാതിരിയ്ക്കുന്നതിനുള്ള കാരണമെന്തു്?

മിസ്റ്റർ ടി. എസ്സ്. രേഷയ്യർ.—രൂളിൻപ്രകാരം വാളണ്ടിയർമാർക്കു് സ്റ്റൈപ്പൻറ് കൊടുക്കുന്നതിനു് അനുവാദം ഇല്ലാത്തതുകൊണ്ടു്.

Primary Education Committee.

427. **Mr. T. A. Ramachandra Ayyar.**—(1) Will the Government be pleased to place on the table a copy of the letter of the Director of Public Instruction requesting for the appointment of a Committee referred to in order C. No. 3297/1106 of the Government, dated 29th December 1931 ;

(2) what are the qualifications of the members of the Committee to be selected for the same ;

(3) were any of the members of the Committee in touch with primary education or of the pupils of primary schools ; if so, how long and in what capacity ;

(4) whether all the members of the Committee are Cochinites ; if not, why was a non-Cochinite selected ;

(5) when and under what circumstances did Mr. Raghavan Nayar come to Cochin ;

(6) whether Mr. Raghavan Nayar was writing articles in the Gomathi supporting and praising the Government and the Director specially in connection with the transfer of the Maharaja's College ?

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Mr. I. N. Menon.—(1) Copy of the letter is placed on the table (*Appendix I.*)

(2) Sound scholarship, knowledge of the literary powers and needs of children, acquaintance with the existing curricula of studies and the gradation of Text Books, knowledge of the methods of teaching and a liberal outlook are of the most important qualifications.

(3) Yes. Some members of the Committee like the 9th Prince and P. Narayanan Nayar have almost a life-long association with Primary Education. Others have been connected with Education for many years and most of them are authors of Text Books for children.

(4) No. Fortwo reasons. Problems relating to Elementary Education are notconfined to Cochin. Travancore, Malabar and Cochin have many common problems and a knowledge of things outside Cochin and a sound understanding rather than domicile are the main points for consideration.

(5) Mr. Raghavan Nayar came and setted in Cochin in 1920. Government have no information on the circumstances under which he came to Cochin.

(6) No information.

Mr. T. A. Ramachandra Ayyar.— (2). May I know whether all the Members of the Committee have these qualifications?

Mr. I. N. Menon.— The fact that the Government has stated that these are the qualifications must show that in the opinion of the Government they do possess these qualifications.

Mr. T. A. Ramachandra Ayyar.—(3). May I know how long approximately?

Mr. I. N. Menon.—If the Hon'ble Member kindly mentions the name I shall answer.

Mr. T. A. Ramachandra Ayyar.—I do not know who the others are.

Mr. I. N. Menon.—Every one of them has been connected with education. The person who has the last number of years is, I think, about 12 years.

Mr. T. A. Ramachandra Ayyar.—(4). May I know whether any onefrom Travancore is nominated in the committee?

Mr. I. N. Menon.—No one from Travancore has been nominated.

Mr. T. A. Ramachandra Ayyar.—Why not?

Mr. I. N. Menon.—Sir, the question was why a man from outside was nominated. Now the question is why a man from outside has not been nominated.

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Mr. T. A. Ramachandra Ayyar.—It is said here that Travancore, Malabar and Cochin have many common problems. An outsider is nominated. May I know whether a Travancorean was nominated?

Mr. I. N. Menon.—There can be no harm in appointing anybody from outside.

Mr. T. A. Ramachandra Ayyar.—(6). May I know whether the Government gets issues of Gomati?

Mr. I. N. Menon.—I have no information. I occasionally get some cuttings from the Government from Gomati, Mahati, etc.

Mr. T. A. Ramachandra Ayyar.—Are the Government getting copies of the Gomati?

Mr. T. S. Sesha Ayyar.—We do get copies of all the newspapers.

Mr. T. A. Ramachandra Ayyar.—Was there any article supporting the transfer of the College in the Gomati?

Mr. T. S. Sesha Ayyar.—Notice?

Mr. T. A. Ramachandra Ayyar.—Will the Government please peruse the Gomati paper and say whether there was such an article?

Mr. T. S. Sesha Ayyar.—May I know in which issue of the Gomati this article appears?

Mr. T. A. Ramachandra Ayyar.—Notice. (*Laughter.*)

428. **Mr. E. Ikkanda Warriar.**—Will the Government be pleased to state:—

(1) at whose recommendations were the members of the Primary Education Committee appointed;

(2) what are the qualifications of the members of that Committee?

Mr. I. N. Menon.—(1) On the recommendation of the Director of Public Instruction.

(2) Sound scholarship, knowledge of the literary powers and needs of children, acquaintance with the existing curricula of studies and the gradation of Text Books, knowledge of the methods of teaching, a liberal outlook are some of the most important qualifications of the members.

Extension to Mr. T. V. Ramalinga Ayyar.

429. **Mr. T. A. Ramachandra Ayyar.**—Will the Government be pleased to state why Mr. T. V. Ramalinga Ayyar was given an extension for three months again;

(2) how many times and on what dates did the Diwan propose to His Highness the Maharaja to appoint Mr. K.

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APPENDIX 1.

(Vide answer to question No. 427.)

Letter dated 28—7—1931 to the Secretary to the Diwan.

"Adverting to Huzur Endt: on C. 3297 of 1106, I have the honour to submit as follows:—

The "Library Movement" which is still in its infancy has nevertheless made rapid strides in recent years, and has been fruitful of marvellous results in the sphere of adult education all over the world. Finland which is one of the smallest of European countries is one of the best educated nations in the world, and to their success the spread of libraries has largely contributed. Coming to India Baroda is one of the most active centres of the library movement which has very beneficially re-acted on the progress of general literacy and adult education in particular. Madras has a three-year old Library Association, and the movement is rapidly spreading in the districts.

In Cochin we made a a beginning towards the close of 1103 when four village libraries were opened in accordance with a Council resolution accepted by Government to gradually establish such libraries in all parts of the State. Four more libraries were started in the beginning of 1106, each one of them being allowed an annual recurring grant of Rs. 129 (Rs. 50 for books, Rs. 24 towards lighting charges and Rs. 55 towards the remuneration of the Secretary, his Assistant and the Masapidi).

The proposals submitted by the Secretary of the All-Kerala Library Association involve the annual expenditure of only Rs. 100 per library and this is to be continued only for 5 years. While I am not so sanguine as the Secretary as to the certainty of success, I must say that the proposal is worth trying. We have to proceed cautiously in the early stages, and I would suggest that a few centres may be selected for experiment to begin with. After watching the result in these centres Government may adopt measures for opening a certain number of Village libraries every year so that in the course of about 10 years every village may be equipped with a library of its own.

I would in this connection draw the attention of Government to one fact which has increasingly impressed me and which calls for immediate attention. Free Primary Education from which so much was expected has hardly succeeded in raising the standard of literacy among the masses in Cochin. The boy or girl who leaves the portals of the Elementary School is hardly 'literate', and it is certainly not in a position to himself or herself given even leisure and the other conditions of self-culture. In my opinion the standard of Vernacular education in the State is very low and utterly misses the aim which every community has in asking for Universal Elementary Education. In fact, if the Library movement is to succeed the basis of our Elementary Education must be considerably strengthened and deepened. I would, therefore, urge that in passing orders on the proposals of the Secretary of All-Kerala Library Association, Government may be pleased to authorise me to appoint a Committee to examine the condition of Elementary Education in Cochin and devise methods for raising its standard in such a way that it may be able to send away our boys and girls who have neither the means nor the opportunities for Secondary Education equipped with the rudimentary means of self-improvement. Without this libraries are not likely to be of much benefit; but with a sounder system of Elementary Education libraries are certain to act as a powerful and unfailing means of adult education.

The rules suggested by the Secretary of the All-Kerala Library Association are comprehensive and liberal, although in certain respects they seem

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to stand in need of slight modification. For instance, if the school master is made solely responsible for the safety of books, I doubt if he is likely to be willing to act as surety.

The Superintendent of Agriculture and Panchayats observes that the expenditure should be borne on the education budget. This is not unreasonable; but I am far from certain that with our limited inspecting staff it will be possible to look after all these libraries at present. In the early stages of experiment at least, the Panchayatdars may be entrusted with the work of supervision.

(True copy)

(Sd). Director".

APPENDIX II.

(Vide answer to question No. 430).

Serial No.	Name of community	No. of pattadars paying Land Revenue assessment				
		Not more than Re. 1	Not more than Rs. 3	Not more than Rs. 5	Not more than Rs. 10	Above Rs. 10
1	Namboodiries	404	388	312	440	1,817
2	Tamil Brahmins	1,632	444	223	283	1,092
3	Kshathriyas	89	82	54	84	283
4	Ambalavasis	469	297	150	234	542
5	Nayars	5,649	4,134	2,149	2,503	4,662
6	Vaisyas	693	93	81	121	417
7	Ezhuvas	5,478	3,286	1,432	1,395	1,265
8	Christians	8,456	5,760	2,603	3,033	3,813
9	Muslims	1,656	1,276	625	719	1,098
10	Jews	73	10		14	28
11	Arayans (including Valans)	185	284	112	116	71
12	Pulayas	319	30	3	1	2
13	Others	3,795	1,393	575	677	1,353
	No. of persons paying tree-tax					
1	Namboodiries	...	..	...	..	...
2	Tamil Brahmins	...	..	..	...	...
3	Kshathriyas	...	...	...	...	..
4	Ambalavasis	...	...	..	..	..
5	Nayars	...	...	...	..	3
6	Vaisyas	...	...	...	..	..
7	Ezhuvas	...	...	...	...	220
8	Christians	...	...	...	..	97
9	Muslims	..	...	...	..	..
10	Jews	..	...	...	...	...
11	Arayans	...	...	..	..	...
12	Pulayas	...	..	...	..	...
13	Others	...	...	..	...	5

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